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ABSTRACT

In order to assess the needs of single-parent children and how schools should meet these needs, the author examined and individually annotated numerous research studies. The introduction includes a statement of the problem, the purpose and organization of the study, and definitions of terms. The bulk of the paper consists of the collection of annotated research studies which are divided into four areas: problems encountered by single parents; effects of divorce and behaviors of single-parent children in the classroom; implications of the increasing number of children from single-parent homes for schools and teachers; and types of counseling available to single-parent children. A summary of the results of the research studies is provided and conclusions and recommendations are drawn. Appendices include suggestions on how schools and teachers can meet the special needs of single-parent children and an annotated bibliography of selected literature for children, teens, and parents. (Author/JA)

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THE SINGLE-PARENT CHILD IN THE CLASSROOM

BY

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Study Directed

by

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TABLE OF CONTENTS

Page

INTRODUCTION 1

Statement of the Problem. 2
Purpose of the Study. 2
Organization of the Study 2
Definition of Terms 4

ANNOTATIONS 6

Single-Parents and Problems They Encounter. 6

Single-Parenthood: Attitudes and Problems. 6
Life-Styles of Single-Parents 7

Studies Conducted Concerning Single-Parent Children . . 8

Impact of Divorce on Family Members 8
Behaviors of Single-Parent Children in the Classroom 14

Implications for Schools and Teachers 17

Teacher Attitudes and Intervention Strategies. . . . 17
Guidelines for Teachers and Curriculum Needs 18

Counseling Experiences for Single-Parent Children . . . 20

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. 23

Summary 23
Conclusions 26
Recommendations 28

BIBLIOGRAPHY 29

APPENDIX 33

Appendix A: What Schools Can Do. 34
Appendix B: One-Parent Children: Real-Life Situations. 37
Appendix C: Ten Tips For Teachers. 38
Appendix D: Questions For A Community Survey 40
Appendix E: Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also Recommended Reading for Parents 41

INTRODUCTION

> Figures released by the Bureau of the Census in 1980 show that the number of single-parent families rose nearly 80 percent in the last decade, from 11 percent of all families in 1970, to 19 percent in 1979. These percentages translate into some twelve million American children who live in one-parent families right now, and with the number of those families rising, a million more children are being added to that total each year. . . Already, says the Census Bureau, female-headed families (and that means nine out of ten one-parent families) are increasing ten times as quickly as two-parent families. (NAESP Staff Report:31)

The figures presented represent a change in the traditional family, consisting of mother, father, and children. Twelve million children have been faced with feelings of being different from the "normal" child. They have been forced to deal with their emotions, probably without the supportive understanding from their peers and teachers. Schools have existed to educated in terms of academics. There has not been room for personal problems or feelings in the classroom.

As single-parent children have increased in numbers, their many special needs have become important issues for changes in the schools. Because single-parents have been forced to deal with new problems of managing and providing for the family, the needs of many of the children have been overlooked. When children have carried their problems to the classroom, negative behaviors have appeared, which has hindered their academic achievement. If the philosophy of schools was built on meeting the needs of all children, then the schools are obligated to expand their role, to meet the special needs of the single-parent child.

STATEMENT OF THE PROBLEM

Single-parent children are on the increase in the country, and they exhibit special needs that schools do not recognize as being part of their responsibility. The needs of single-parent children and implications for schools are the basis for the organization of this study.

PURPOSE OF THE STUDY

The purpose of this paper was to become aware of the needs of single-parent children, and to increase awareness in educators, that in order to fulfill their duty of educating single-parent children, the schools must provide the means by which their special needs could be met.

ORGANIZATION OF THE STUDY

The first section of the study dealt with the problems encountered by single-parents, which have included attitudes and life-styles.

Studies conducted concerning single-parent children have been presented in the second section. The studies were directed at the impact of divorce on family members, and the behaviors of single-parent children in the classroom.

The third section presented has implications for schools and teachers, which include teacher attitudes and intervention

strategies, guidelines for teachers, and curriculem needs.

Counseling experiences for single-parent children are discussed in the final part of the study. Entries in each section have been alphabetized under subdivisions.

DEFINITION OF TERMS

Adolescent-- "Any person aged 13 through 17 years"(Thesaurus of ERIC Descriptors:5, 1980).

Anticipatory Socialization-- "Learning the norms of a role before being in a situation where it is appropriate actually to behave in that role"(Jacobson:177, Winter, 1978).

Assenters-- "Those men who did not seek single-fatherhood, but acceded to the circumstances"(Lewis:647).

Auxiliary Parent-- "The single-parent shares one or more parental responsibilities with an auxiliary parent who does not live with the family. The auxiliary parent is usually the father of one or more of the children" (Mendes:195).

Custodial-- "Having to do with custody, keeping care"(The World Book Dictionary, 1:520).

Early Latency-- "Children between the ages of seven and eight" (Kelly:22, January, 1976).

Family(nuclear)-- "A pair of adults and their offspring, residing together"(Calvin:14).

High Achiever-- "A student receiving letter grades of A or B, or number grades of 80 to 100"(NAESP Staff Report:33).

Later Latency-- "Children between the ages of nine and ten" (Kelly:22, January, 1976).

Low Achiever-- "A student earning a letter grade of D or F, or number grades of 50 to 70"(NAESP Staff Report:33).

Marital Separation-- "When one parent ceases to reside at the same address as the other for at least 7 days" (Jacobson:341).

Multimodal-- "Done in many ways or methods"(The World Book Dictionary, 2:1323).

Related Substitute-- "A blood or legal relative who assumes a parental role, although he or she is not the actual parent of the children. Examples are grandparents, aunts, uncles, and cousins"(Mendes:197).

Role Transition-- "The process of moving in and out of roles in the social system, in this article, the family" (Jacobson:177, Winter, 1978).

Seekers-- "Those men who actively sought custody of their children"(Lewis:647).

Self-Concept-- "A more or less phenomenal process in which the person perceives characteristics of him/herself and reacts to those characteristics emotionally or behaviorally"(Raschke:368).

Self-Esteem-- "The thinking well of oneself; self-respect" (The World Book Dictionary, 2:1871).

Single-Father Family--"A family consisting of an unmarried male and his minor child or children, living in the same household"(Lewis:643).

Sole Executive-- "The only adult who attempts to feed, clothe, shelter, nurture, and socialize the minor children in the home"(Mendes:193).

Stereotyping-- "The process of "tabloid" thinking. Its function is to simplify by reducing people and their behavior to a few clearcut traits"(Calvin:28).

Surrogate Family-- "People brought together to provide one another with relationships and supports found in intact families"(Lifton:162).

Titular Parent-- "The single-parent lives with the children but has, in effect, abdicated the parental role. Examples are single-parents who are alcoholics, drug addicts, or actively psychotic"(Mendes:198).

Unrelated Substitute-- "The single-parent shares one or more parental responsibilities with a person who is not related to the family. The substitute may or may not live with the family. An example is a live-in housekeeper or family friend"(Mendes:196).

ANNOTATIONS

SINGLE-PARENTS AND PROBLEMS THEY ENCOUNTER

Single-Parenthood: Attitudes and Problems

Falk, Phyllis L. Clay, "One Out of Five and Largely Ignored," National Elementary Principal, 59:76-80, October, 1979.

Falk investigated problems that faced single-parents when dealing with the schools. Some problems included, hours scheduled for teacher-parent conferences, lack of communication between school and parent, and parents without custody having difficulty obtaining school records and progress reports. To investigate what was happening with single-parent children in schools, and what was needed, the Single-Parents and the Public Schools Project was formed. This project, presently being conducted, consists of a questionnaire distributed to single-parents, that seeks to reveal their perceptions of what is happening in the schools.

Kurdek, Laurence A., and Siesky, Albert E., "Divorced Single-Parents' Perceptions of Child-Related Problems," Journal of Divorce, 1:361-369, Summer, 1978.

Seventy-three divorced single-parents were asked to rate the severity of child-centered problems. Types of information gathered included ratings of current problems, ratings of problems ever encountered, harmful effects of separation/divorce, and beneficial effects of separation/divorce. Results of the study indicated that: 1) the problems of greatest concern centered on discipline, behavior problems, and lack of consistent male model, 2) the greatest harmful effect on sons and daughters was the absence of an adequate and stable male model, and 3) the beneficial effect for sons and daughters were the removal of tension and fear from the home environment. These results present a variety of ideas for community-based programs including instruction on behavioral management, and availability of day care and Big Brother programs.

Moen, Phyllis, and Schorr, Alvin L., "The Single-Parent and Public Policy," Social Policy, 9:15-21, March/April, 1979.

This was a review of the issues concerning single-parent families, which included employment, income maintenance, child support, and social services. The authors believed that single-parenthood should be thought of as normal and a permanent feature of the social landscape. Several statistics were given to show that single-parenthood is alive and thriving, and deserves to have a more positive image. The authors stated that single-mothers were forced into the working world, which decreased time spent with children. They stated the "British finding that damage to school attainment and social adjustment, when they were observed, result from poverty rather than single-parenthood itself"(18). The authors encouraged the establishment of more single parent groups, for sharing experiences, dealing with lonliness, and reinforcing their sense of self-esteem.

Life-Styles of Single-Parents

Lewis, Ken, "Single-Father Families- Who They Are and How They Fare," Child Welfare, 57:643-652, December, 1978.

Lewis studied the structure of families reared by a male parent. Single-father families existed because of spouse's death, by adoption, or by custody. Single fatherhood was increased due to the women's liberated movement, the men's liberated movement, changed divorce laws, and the general move toward sexual equality. Eight research studies were discussed. The results stated that; the typical single-father was independent, self-assured, open-minded, and flexible; fathers felt quite capable and successful in their ability to be the primary parent of their children; divorced fathers felt more adjusted to raising their children than widowers; and in custody cases, the seekers were more adjusted to child rearing than the assenters. Those who did not want to assume the role of single-fathers, had problems with their children.

Mendes, Helen A., "Single-Parent Families: A Topology of Life-Styles," Social Work, 24:193-200, May, 1979.

Mendes stated that the ideal family, consisting of mother, father, and children, does not exist for one-fourth of all the families in the United States. She definded a single-parent as originating through out-of-wedlock births, divorces, separations, desertions, deaths, incarcerations, hospitalizations, military duties, out-of-state employment, or single-parent adoptions. The article offered a conceptualization of some of the diverse and common components of five life-styles taken by single-parent families. The differences were important in order to avoid making use of stereotypes and deficit models. The life-styles listed and described were; sole executive, auxiliary parent, unrelated substitute, related substitute, and titular parent.

STUDIES CONDUCTED CONCERNING SINGLE-PARENT CHILDREN

Impact of Divorce on Family Members

Berg, Berthold, and Kelly, Robert, "The Measured Self-Esteem of Children from Broker, Rejected, and Accepted Families," Journal of Divorce, 2:363-369.

In this study, children from divorced parents, from intact but rejected families, and from intact and accepted families were evaluated for self-esteem levels. They were given the Piers-Harris Children's Self-Concept Scale. This study found evidence that the measured self-esteem of children of divorce was not significantly different from that of children from intact-accepted families. Children from intact-rejected families evidenced self-esteem levels significantly lower than the other two groups.

Doering, William G., "Is Life in a One-Parent Family Damaging to Children? A Look at Both Sides," ERIC, 1980, ED 193-546.

Doering stated research to support both the ideas that one-parent families were damaging to children, and that one-parent families were not harmful to children. Studies by Herzog and Sudia (1973), Stolberg (1973), and Kelly and Wallerstein (1979), found negative behaviors in single-parent children. Examples were sadness, restlessness, frequent crying, increased withdrawal, depressed behavior, and lower academic achievement. Hetherington (1978), found that two years after divorce, teachers and peers had more influence in shaping children's adjustment and social behavior in school. Advocates of single-parent families supported their position with the following: research supported the idea that it was better for a child to grow up in a happy single-parent environment, rather than struggle through marital discord; there might have been other variables that led to behavior problems. than that of living with one parent; and, interviews with parents have stated that their relationships were strengthened after the divorce. The author believed each case needed to be studied carefully, but did admit that there was a large quantity of research that supported the idea that life in a single-parent family was destructive to children's growth.

Hetherington, Mavis E., "Divorce: A Child's Perspective," American Psychologist, 34:851-858, October, 1979.

Hetherington stated that 40% to 50% of children born in 1970 would spend some time living in a single-parent family. Most of these children lived with their mothers, with only 10% living with their fathers. Hetherington described the impact of divorce on children. Young children were more likely to be self-blaming when interpreting the cause of divorce. Adolescents experienced initial pain and anger, but were later able to assign responsibility for the divorce and could seek gratification elsewhere, such as peer groups or school. Hetherington stated findings that showed that children in single-parent families function more adequately than children in conflict-ridden nuclear families. Escape from conflict may be the most positive outcome of divorce for children. However, family conflict escalated in the year following divorce.

Jacobson, Doris S., "The Impact of Marital Separation/Divorce on Children: I. Parent-Child Separation and Child Adjustment," Journal of Divorce, 1:341-360, Summer, 1978.

This was the first in a series of studies on the impact of divorce on 51 children aged 3 to 17, during the 12-month period following marital separation of parents. This study examined the relationship between the child's psychosocial adjustment and the amount of time lost with each parent after the separation. The measurement used to determine child adjustment was the Louisville Behavior Checklist. Findings show a significant difference between the time lost with the father and current adjustment. The greater time lost, the higher the maladjustment score. Maladjustment scores were higher for children aged 7 to 13, than for those 3 to 6. Findings from this study did not show significant association between time lost with the mother and child adjustment. This study showed that father presence for children within the first year after parental separation was very important for the adjustment of the child.

Jacobson, Doris S., "The Impact of Marital Separation/Divorce on Children: II. Interparent Hostility and Child Adjustment," Journal of Divorce, 2:3-19, Fall, 1978.

This was part two of a series of three studies on the effect of parental divorce or separation on children. The focus of the paper was on the "association between the interparent hostility that the child had experienced, and the child's adjustment (5). The sample consisted of 51 children ranging from age 3 to 17, all of whom had experienced marital separation in the 12-month period before the first interview. Data collection consisted of interviews with the child, and the parents with whom the child was living. "Results showed that for children aged 3-13, the greater the amount of interparent hostility experienced prior to the marital separation, the greater the maladjustment" (11). The parent hostility most often associated with child maladjustment was when "one or both parents physically attacked the other" (17). This had implications for dealing with these children and their parents. Attention must be given to helping the parents work through their feelings about separation, before parents can address issues for the child constructively.

Jacobson, Doris S., "The Impact of Marriage Separation/Divorce on Children: III. Parent-Child Communication and Child Adjustment, and Regression Analysis of Findings from Overall Study," Journal of Divorce, 2:175-194, Winter, 1978.

This was the third in a series of studies on the findings from a study directed at understanding the impact of marital separation or divorce on children during the 12-month period following the parental separation. The concern was with the parent-child communication in cognitively preparing children in advance for a new family situation involving one parent living in the home. Jacobson wanted to find evidence that anticipatory socialization eases role transition. The sample consisted of 30 families including 51 children from ages 3 to 17, all of whom had experienced marital separation in a 12-month period prior to the research interview. Data collection consisted of 3 hour interviews with the parent with whom the child was living, and one hour interview with each child. Findings showed that the more attention shown by the parents to the child, the better the adjustment was for the child. The more the parents encouraged discussion of the separation, the better the adjustment. Finally, those children who brought their feelings and problems to the parents for discussion, were better adjusted.

Kelly, Joan B., and Wallerstein, Judith S., "California's Children of Divorce," Psychology Today, 13:67-72, 74-76, January, 1980.

Wallerstein discussed the Children of Divorce Project. It involved 60 families with children that had recently gone through divorce. "Five years after the breakup, 34% of the kids were happy and thriving, 29% were doing reasonably well, but the remaining 37% were depressed" (67). One factor determining the effect of divorce on children was the relationship kept with both parents. One-third of the children were intensely unhappy and disatisfied with life. Twenty-seven percent had a high incidence of intense lonliness, and 23% displayed defensive anger reflecting their fear and sorrow. "Islands of unhappiness and diminished self-esteem or anger continued to demand significant portions of their attention and energy, and sometimes hampered the full potential of their development" (68).

Kelly, Joan B., and Wallerstein, Judith S., "The Effects of Parental Divorce: Experiences of the Child in Early Latency," American Journal of Orthopsychiatry, 46:20-32, January, 1976.

This divorce project was designed to study the impact of divorce on each family member shortly after the parental separation and again one year later. The sample included 26 children, who were seven and eight years old when seen for the initial counseling intervention. Responses of these early latency children were sadness, fear for their future, pressure created from split in loyalty for their parents, and sense of loss with regard to the departed father. The children did not feel responsible for the divorce, and none of the children reported feelings of relief with the divorce. Teachers reported increased difficulty sharing with other classmates, and outbursts of anger from these children. The follow-up study one year later reported that pain and suffering experienced initially had disappeared; and in its place was a sad resigned attitude about the divorce. Fifty percent of the children had improved or maintained their level of psychological functioning, while 23% were judged to be in significantly worsened or deteriorated psychological condition by the time of the follow-up.

Kelly, Joan B., and Wallerstein, Judith S., "The Effects of Parental Divorce: Experiences of the Child in Later Latency," American Journal of Orthopsychiatry, 46:256-269, April, 1976.

This paper discussed the impact of divorce on 31 children of ages 9 and 10, as observed shortly after initial parental separation, and one year later. Initially, these children were ashamed of the divorce and disruption in their family, and lied to cover-up their parents' behavior. They displayed intense anger at one or both parents. Feelings of being abandoned were felt by 25% of the children. They felt lonely, isolated, and torn from conflicting loyalty to the parents. Half of the children suffered noticeable decline in school performance, and deterioration of peer relationships. Decreased ability to concentrate in class and increased aggression on the playground appeared. The first follow-up indicated that half of the children were adjusting well, while the other 50% showed evidence of depression, low self-esteem, and frequent school and peer difficulties.

Kurdek, Laurence A., and Siesky, Albert E., "Sex Role Self-Concepts of Single Divorced Parents and Their Children," Journal of Divorce, 3:249-261, Spring, 1980.

The study was designed to see if boys whose parents were divorced perceived themselves as less masculine than boys whose parents were not divorced. Participants consisted of 74 single divorced custodial parents and their 92 children, aged 10 to 19. Parents were given the Bem Sex Role Inventory (Bem, 1974), and the children were given a modified form of the same inventory. "Results were that children whose parents are divorced may have sex role self-concepts that are lower in terms of levels of masculinity and femininity than would have been predicted on the basis of biological sex alone" (255).

Luepnitz, Deborah A., "Which Aspects of Divorce Affect Children?" Family Coordinator, 28:79-85, January, 1979.

The goal of the study was to investigate a non-clinical population whose parents had divorced before the subjects were 16, and to gain insight into the duration of the effects of divorce. Results of the study found that 50% of the sample responded that the pre-divorce phase was the most difficult. Problems the subjects described were, a) the subjects were afraid to bring friends home for fear of the scene they might find, b) there was a fear of physical violence, c) parental tension sometimes caused financial hardship, d) subjects were envious of happy families, and e) the children felt fear of being abandoned. Other results were, 25% of the subjects experienced severe stress during the post-divorce time, and 8% experienced transition problems. The subjects did not describe the divorce as having long-term adverse effects on them. No experiences of psychiatric care, prolonged school problems, or loss of self-esteem were reported. The coping strategy used by the subjects were described. The authors indicated that more research on the children of marital conflict was needed.

Raschke, Helen J., and Raschke, Bernon J., "Family Conflict and Children's Self-Concepts: A Comparison of Intact and Single-Parent Families," Journal of Marriage and the Family, 41:367-374, May, 1979.

The purpose of the study was to assess the effects of family conflict in intact, single-parent, and reconstituted families, on children's self-concepts. Self-concept was measured by the Piers-Harris Children's Self-Concept Scale. Data was collected from 289 third, sixth, and eighth grade children, from public schools in a large Southeastern city. Results suggested that self-concept was not significantly affected by family structure, and children who perceived greater conflict in their families had significantly lower self-concepts. This study lended support to the proposition that children's self-concepts were adversely affected from family conflict, rather than family structure.

Rosenthal, Perihan Aral, "Sudden Disappearance of One Parent with Separation and Divorce-The Grief and Treatment of Preschool Children," Journal of Divorce, 3:43-53, Fall, 1979.

This paper reported on the effects on young children of the sudden departure of one parent due to divorce or separation. Twenty-four children were referred for the study, due to their behaviors of regression, night terrors, sleepwalking, aggressive impulses, and separation problems. In 80% of the cases, the father had departed from the family. Rosenthal described two case examples of therapy which showed different developmental stages of children and their parents and how they cope. Of the families involved, 80% received therapy and the children showed symptomatic improvement. Twenty percent of the families did not complete therapy, and during the follow-up, two or three years later, those children showed severe learning and behavior problems in school.

Behaviors of Single-Parent Children in the Classroom

Brown, Frank, "A Study of the School Needs of Children From One-Parent Families," Phi Delta Kappan, 61:537-540, April, 1980.

Brown wrote that the Bureau of the Census projected that 48% of all children born in 1980 would live as a one-parent child for a considerable time before they reached the age of 18. This study compared differences in school achievement, tardiness, absenteeism, truancy, discipline problems, suspensions, expulsions, and dropouts of two-parent children, one-parent children, and students living with a relative or in a foster home. The results found that the children from one-parent families rated lower than the children from two-parent families, in all areas studied. This study detected obvious implications that the schools must face the problems of one-parent children in a new and better way. Schools need to update student records to identify one-parent children in order that counselors and teachers could become more sensitive to the needs of these children. School systems, through adult education programs, must provide effective programs for parenting.

Evans, Al, and Neel, John, "School Behaviors of Children from One-Parent and Two-Parent Homes," Principal, 60:38-39, September, 1980.

Evans and Neel reported on a study which addressed the question of possible differences of school behaviors on characteristics between children from two-parent and one-parent families. The sample consisted of both elementary and secondary children. The major findings of the study were that 25 of 29 measures of school behavior of two-parent and one-parent family children were significantly different, with two-parent children adhering more closely to school expectations.

Hammond, Janice M., "Children of Divorce: A Study of Self-Concept, Academic Achievement and Attitudes," Elementary School Journal, 80:55-62, November, 1979.

Hammond obtained data on 82 children from divorced families and 83 children from intact families, grades three through six, to determine any differences in self-concept, academic achievement, and attitudes. Instruments used were the Walker Problem Behavior Identification Checklist, Piers-Harris Children's Self-Concept Scale, The Attitude Toward Family Questionnaire, and the Hammond Children of Divorce Questionnaire. Data indicated that there were no significant differences in self-concept or reading achievement. Boys from divorced families had lower scores in math achievement, said their families were less happy, and exhibited more distractibility and acting out behavior in school than boys from intact families did. Teachers must be aware that divorce need not cause academic and behavioral problems, therefore teachers should not set lower expectations for single-parent children.

Hammond, Janice M., "Children of Divorce: Implications for Counselors," The School Counselor, 27:7-14, September, 1979.

This study looked at differences in self-concept, school behavior, and attitudes between children of intact and of divorced families. The study of 165 students (half from divorced parents) found no significant difference in self-concept or in reading or math achievement between children of intact and divorced families. Classroom teachers rated the boys of divorced families higher than boys from intact families in problem behaviors of acting out and distractibility. These findings suggested that boys from divorced families may exhibit a greater reaction than girls. Hammond suggested that schools have parenting-skill workshops for any parent interested. She also advised classroom teachers to make special considerations for the parents of divorce, when planning parent-teacher conferences, open house, class plays, and other gatherings where parents were invited.

Institute for Development of Educational Activities, "The Most Significant Minority: One-Parent Children in Schools," ERIC, 1980, ED 192-438.

This study confirmed the theory that children living with only one parent, have more trouble in school than children from intact families. One-parent families were defined as those who were formed from separation or divorce, death of a parent, or birth of a child to an unmarried woman. Divorce remained the most common cause of single-parenthood. "The Bureau of Census reported that the children of divorce were most likely to be between the ages of 5 and 12" (4). Twenty-six schools in fourteen states were surveyed twice, once during each semester of the 1979-1980 school year. Results were that: one-parent children showed lower achievement in school than their two-parent peers, qualified more often for subsidized lunch programs, changed residence more often, and were tardy, absent, and truant more frequently. Single-parent children were more often involved in disciplinary action, and had a higher drop-out rate than two-parent children. The research had implications for schools with the most important being that if extra support and reassurance did not come from schools, the children may not have found them anywhere else. The authors listed administrative duties, and symptoms that teachers should be aware of.

NAESP Staff Report, "One-Parent Families and Their Children: The School's Most Significant Minority," Principal, 60:31-37, September, 1980.

The authors stated that quality of parenting was more important than quantity of parents. They gave the results of a study which looked at the school needs of children from one-parent families. The results found a definite correlation between school performance and family status. In the elementary schools surveyed, 38% of one-parent children were classified as low achievers, compared to 23% of two-parent children. Similar results were found in secondary schools. Thirty percent of two-parent children in the elementary school were ranked as high achievers, as compared to 17% of one-parent children. In high school, two-parent high achievers represented 38%, while only 26% of one-parent children were high achievers. Single-parent children had more occurrences of truancy, discipline problems, tardiness, expulsion, and dropping-out. The authors listed suggestions for schools to deal with single-parent children. (See Appendix A)

IMPLICATIONS FOR SCHOOLS AND TEACHERS

Teacher Attitudes and Intervention Strategies

Courtney, Dan, and Schell, Leo M., "The Effect of Male Teachers on the Academic Achievement of Father-Absent Sixth Grade Boys," Journal of Educational Research, 72:194-196, March/April, 1979.

One reason given for the relationship of father absence to poor academic achievement of the sons, was the lack of an adult male figure model. This study investigated effects of male teachers on the academic achievement of father-absent sixth grade boys as compared to similar boys assigned to female teachers. Five subtest scores from the Iowa Test of Basic Skills served as the pretest and posttest measures, having been administered in April of the fifth and sixth grade years. "Results found no evidence that assignment of father-absent boys to male teachers in and of itself, was able to enhance boys" (196). Educators who were sincerely interested in the academic growth of father-absent boys would have to devise other intervention strategies.

Santrock, John W., and Tracy, Russel L., "Effects of Children's Family Structure Status on the Development of Stereotypes by Teachers," Journal of Educational Psychology, 70:754-757, October, 1978.

The intent of the study was to investigate the possibility that teacher ratings of children may indicate a stereotype on the part of the teacher. The stereotype entailed negative expectations for children from divorced families and positive expectations for children from intact families. Thirty teachers were shown, individually, the same 20-minute tape of an 8-year old boy. Half of the teachers were told that the boy was from an intact home, while the remaining teachers were informed that he was from a divorced home. After viewing the tape, the teachers rated the subject on a range of personality traits and predicted his behavior in different school situations. The results indicated that the teachers rated the divorced child more negatively on the areas of happiness, emotional adjustment, and coping with stress. This suggested that children from one-parent homes were more likely to be perceived more negatively from teachers, than children from intact families.

Guidelines for Teachers and Curriculum Needs

Black, Kathryn Norcross, "What About the Child from a One-Parent Home," Teacher, 96:24-26, January, 1979.

Black stated that 25% to 30% of all children have experienced marital disruption. Forms of psychological distress that some one-parent children encountered, included feelings of lonliness, abandonment, anger, denial, grief, depression, and guilt. Black suggested that classroom teachers avoid the term, broken-home. She believed that teachers could best help these children with calm recognition of their situation and acceptance of their emotions. Schools should encourage parents to learn to deal with their emotions, feel worthy, develop a workable relationship with their former spouse, and receive training in child development and managing a household.

Damon, Parker, "When the Family Comes Apart: What Schools Can Do," National Elementary Principal, 59:66-75, October, 1979.

Damon discussed various approaches for schools dealing with single-parents and their children. Several examples of real-life situations were illustrated. (Appendix B) He listed ten guidelines for principals and teachers when dealing with one-parent families, including yearly inservice worshops to discuss problems of separation and loss in families, offering extended day programs for those who need the service, seek support and information from colleagues and parents, and be alert for personality and behavior changes in one-parent children. Damon also listed questions to use for a survey in the school community. (Appendix C and D)

Drake, Ellen A., "Helping the School Cope with Children of Divorce," Journal of Divorce, 3:69-75, Fall, 1979.

Drake accepted the fact in this article, that school age children of divorce were considered a population at risk. She saw the school as the resource for these children. Children of divorce might have manifested problems in school while not displaying the behaviors at home, therefore school personnel should not rely on the parents to identify problems resulted from divorce. Teachers needed to be aware of behaviors that could have existed, and be prepared to communicate effectively. Drake explained Kelly and Wallerstein's (1977) divorce-specific assessment which is applicable for schools. The assessment included "1) a brief history of developmental acheivements, 2) an understanding of the child's response to the parent's separation and divorce, and 3) a determination of support systems available to the child" (Kelly:71).

Gross, Dorothy W., "Improving the Quality of Family Life," Childhood Education, 50-54, November/December, 1977.

The article dealt with how the schools must change to meet the needs of the changing family. Children were forced to rely on each other for comfort, since many parents were confused about child rearing. Increased divorce rates were creating stress for children. Many children were growing up with teenage mothers "whose own unmet needs and lack of education lead to child abuse and poverty and poor health" (53). The challenge to the school was to broaden its traditional area of service and to become an extended family. The approach to education must have involved the recognition of the wholeness of the child in the context of the family and community. Gross lists "health, adequate nutrition and sleep, economic security, safe and comfortable living quarters, and emotional ease, as relevent to learning. She listed a range of programs to be implemented by schools.

Kealey, Robert J., "The Image of the Family in Second-Grade Readers," Momentum, 11:16-19, October, 1980.

This study investigated the image of the family as it appeared in six basal reading series. The study reported on the types of families presented in basal readers and the number of stories of each type presented in the readers. Second-grade level readers were used because the child remained most impressionable at that age. "Between 22% and 50% of the children in basal reader stories lived in single-parent families. Mention was never made of deceased or divorced parents" (18). All the readers showed a strong caring relationship among all the members of the family. When schools adopt new reading series, they should select the series that agree with the school's philosophy of education. Teachers may need to choose readers with several single-parent families, in order for student identification.

Ourth, John, "Children in One-Parent Homes: The School Factor," Principal, 60:40, September, 1980.

Ourth answered the question, should schools concern themselves with the problems of the single-parent child and the parents. Ourth believed that schools were committed to meet the needs of all children, and teachers must have realized that a child who was in crisis could not learn until school personnel recognized the crisis and took steps to sooth its effects. The author suggested that schools react as a support system for a troubled family.

Palker, Patricia, "How to Deal with the Single-Parent Child in the Classroom," Teacher, 98:50-54, September, 1980.

Palker listed two basic needs of single-parent children in the classroom: 1) Teachers who recognized that although their families did not fit into the traditional mold, they were, nevertheless, families; and 2) Teachers who noticed the signs that a child was going through a difficult time and knew how to deal with it. Palker suggested that teachers use books to show the single-parent family in a positive light. She stressed that single-parent children be placed in a classroom that was conflict-free, and supportive. She warned teachers not to assume that a child's academic work or behavior would be impaired just because of divorce. She listed guidelines for helping single-parent children in the classroom.

COUNSELING EXPERIENCES FOR SINGLE-PARENT CHILDREN

Baird, Kay L., and Schneider, Mary Sonnershein, "Group Counseling Children of Divorce in the Elementary Schools: Understanding Process and Technique," Personnel and Guidance Journal, 59:88-91, October, 1980.

Peer-group counseling was one approach to group counseling the children of divorced or separated parents. Having been able to talk about divorce, decreased it's power to produce negative symptoms. The other childrens' responses to a child's story was that the event was not that terrible, and the child becomes surrounded by friends who validated that one can survive a bad experience. After parental permission and family information forms were received, the children participated in the 15 to 20 minute sessions. Discussions were stimulated through the techniques of drawings, brainstorming, role playing, books, slide tapes, films, and puppets.

Cantor, Dorothy W., "Divorce: A View from Children," Journal of Divorce, 2:357-361, Summer, 1979.

This article dealt with the outcome of Cantor's established group in an elementary school for children of divorced parents. Children had the opportunity to discuss their parents separation. One outcome of the group was the written play by a third-grade boy, which focused on the growth he experienced since the initial shame he felt when his parents were divorced. The play dealt with the lack of communication between the parent and child during the preseparation phase. It encouraged all parents and other professionals who work with couples during the preseparation period, to deal with its effects on the children. "The children in this group were fearful of two things; that they would be abandoned, and that their specific needs would be forgotten" (361).

Green, Barbara J., "Helping Children of Divorce: A Multimodal Approach," Elementary School Guidance and Counseling, 13:31-45, October, 1978.

This article presented a series of eight sessions for helping children of divorced parents. Seven modes were included in the sessions, consisting of health, emotions, learning/school, people/personal relationships, image/interests, need to know, and guidance of behaviors, actions, and consequences. Treatment through multimodal counseling ensured attention to the needs of children of divorce. The sessions were led by a counselor, and were divided into three components: an icebreaker, a stimulus activity, and a closing time. Complete lesson plans were presented for this group counseling.

Green, Barbara J., "Helping Single-Parent Families," Elementary School Guidance and Counseling, 15:249-261, February, 1981.

The article reported on differential effects of divorce for parents and children and described a community program designed to help these families through their transition. Common emotional reactions for children of divorced parents were, depression, guilt, anger, withdrawn behavior, aggression, tempermental outbursts, and decreased attention with impaired concentration in school. The multimodal model, called HELPING, designed by Keat, was explained. The sessions for parents and children were divided into three parts: warm-up, stimulus, and closing, allowing for carry-over from week to week. The plans for the sessions for parents were listed in detail.

Guerney, Louise, and Jordan, Lucy, "Children of Divorce- A Community Support Group," Journal of Divorce, 2:283-294, Spring, 1979.

The authors discussed an organization formed to assist children in adjusting to separation or divorce in their families, called Children of Divorce. The organization was a community-sponsored education-support group. The program was open to all children who volunteered to participate. The children met with group leaders for six weekly sessions. The author viewed the group, Children of Divorce, as one way that the community could help provide a supportive environment and service for single-parent children.

Kelly, Joan B., and Wallerstein, Judith S., "Brief Interventions with Children in Divorcing Families," American Journal of Orthopsychiatry, 47:23-36, January, 1977.

The authors presented formulations regarding the strategies of interventions with children at the time of divorce. Intervention for preschool children was through the parents, which involved: 1) techniques of communication with their children in order to discuss the divorce related events; 2) discussion of interventions that parents could effectively make to relieve hostile behaviors in their children; and 3) reduction in suffering, through concentrating on those aspects of the parents' behavior which caused distress.

Lifton, Walter M., and Mooney, Terrence W., and Tavantzis, Thomas N., "The Disappearing Family: The Role of Counselors in Creating Surrogate Families," The Personnel and Guidance Journal, 58:161-165, November, 1979.

Surrogate family was the term used to describe people brought together to provide one another with relationships and supports found in intact families (The Futurist, 1979,; Howard, 1979; Lifton and Tavantzis, 1979). "Children who display symptomatic behavior in the classroom cannot be evaluated in isolation from their family system" (162). Schools must build surrogate family groups that could function as the family once did. Surrogate family had the therapeutic strategy of developing commitment and recognizing sources of stress.

Salent, Edna G., "Johnny: A One-Parent Preschooler," Art Education, 33:22-24, April, 1980.

Salent conducted an art therapy project that involved pre-school children whose parents were separated or divorced. The purpose of the therapy was to allow the child to express emotions and fears through drawing, painting, clay modeling, or dramatic play. Children were accepted into the program only after parents agreed. Parents were also involved in conferences with the therapist. Salent discussed a case involving a four-year old named Johnny. The success of the program involved the non-threatening all-accepting invironment. The children lowered their defenses and expressed their repressed feelings.

SUMMARY

Research indicated that single-parents are faced with many difficulties. Falk found that parents met with difficulty when dealing with schools. Problems included schedules for conferences, lack of communication, and parents without custody having difficulty obtaining school records. According to Kurdek, parents felt that child-centered problems included discipline, behavior problems, in single-mother cases a lack of consistent male model. Kurdek indicated the single-parents found the removal of tension and fear to be a beneficial aspect of divorce. Moen and Schorr encouraged the establishment of more single-parent groups. Research from Lewis claimed that single-fathers were independent, self-assured, open-minded, flexible, and felt quite capable of raising their children. Other life-styles taken by single-parents were discussed by Mendes. They included; sole-executive, auxiliary parent, unrelated substitute, related substitute, and titular parent.

Studies conducted concerning single-parent children, found that divorce caused negative effects on the children. Jacobson found that father presence for children within the first year after parental separation, was crucial for the adjustment of the child. Other findings included; the greater the amount of interparent hostility experienced prior to the marital separation, the greater the maladjustment; the more

open the parents were in discussing the divorce, the better the adjustment for the children. Kelly and Wallerstein conducted three studies on single-parent children, and found that there was a high incidence of intense lonliness, defensive anger, sadness, isolation, decreased ability to concentrate in class, aggression, and low self-esteem. Single-parent children displayed behaviors of regression, night terrors, sleepwalking, and separation problems in Rosenthal's study. Further studies found evidence that unhappy intact two-parent families produced more negative behaviors than single-parent families. Raschke indicated that self-concepts were adversely affected from family conflict, rather than family structure. Luepnitz discovered that 50% of all children investigated, responded that the pre-divorce phase was the most difficult. Hetherington, Doering, and Berg all found that single-parent children function more adequately than children in conflict-ridden nuclear families. Studies by Hodges found few significant differences in behavior between children of divorce and intact families. Studies conducted by Brown, the NAESP Staff Report, and the Institute for Development of Educational Activities, all agreed that the one-parent child rated lower in school achievement; and had a higher incidence of truancy, suspensions, expulsions, discipline problems, and dropouts. Hammond indicated that there was no significant difference in self-concept or in reading or math achievement between children of intact and divorced families.

Research indicated that schools need to encourage teachers to meet the needs of single-parent children. Courtney and Schell found no correlation between male teachers and increased male student achievement. Santrock and Tracy found research to indicate that children from one-parent homes were perceived more negatively from teachers, than children from intact families. Black, Drake, Ourth, and Parker suggested that teachers; accept the single-parent child's emotions, be aware of behaviors that could exist, become a support system for a troubled family, and not to assume that the child will be impaired just because of a divorce, or set lower expectations. Damon listed guidelines for teachers and principals to follow when dealing with single-parent children. Kealey and Gross discussed the extension of the curriculum to meet the needs of the single-parent child.

Studies were listed which dealt with counseling experiences for single-parent children. Baird found peer-group counseling to be helpful. Green found that multimodal counseling ensured attention to the needs of children of divorce. Guerney and Jordan discussed the community-sponsored education-support group called Children of Divorce. Lifton and Terrence encouraged schools to build surrogate family groups to function as the family once did. Salent conducted a successful art therapy program, which involved a non-threatening all-accepting environment.

CONCLUSIONS

It was concluded from such authors as Falk and Moen that single-parents have needs of their own that schools could help relieve. Problems that schools could remedy included convenient scheduling of conferences and other activities, better communication, and organizing single-parent groups to provide an environment which encouraged expressions of fears and expectations.

The research discussed on single-parent children indicated that special needs and abnormal behaviors were evident. Through studies conducted by Kelly and Wallerstein, it was obvious that single-parent children could express negative behaviors of intense lonliness, defensive anger, sadness, isolation, low self-esteem, and decreased ability in the classroom. Other studies by Raschke and Luepnitz indicated that conflict-ridden intact families created negative behaviors in children. Brown led research that determined that the one-parent child rated lower in school achievement; and had higher incidences of truancy, tardiness, absenteeism, suspensions, expulsions, discipline problems, and dropouts. It could be concluded from this information that single-parent children are faced with needs that could be aided in the schools.

From the research studied, teachers must not set lower expectations from single-parent children, but rather, should create an environment of acceptance and understanding. From

the articles by Drake, Ourth, and Parker, one can conclude that teachers must accept the single-parent child, and be ready to help meet the special needs of the child.

RECOMMENDATIONS

It is recommended that:

1. Teachers become aware of the single-parent children in the school, through accurate record keeping.
2. Schools provide inservice workshops on the subject of single-parent children to provide information for the teacher on; their own feelings or stereotypes, behaviors that could occur in the children, and how to effectively communicate with the parent or parents.
3. The school counselor become available for conferences with teachers, students, or parents concerning problems with a single-parent child.
4. Schools organize parenting classes for any parent interested (this would include married parents with conflicts).

The teachers must educate themselves on research completed on single-parent children in order to meet the challenge with a knowledgeable background. Schools can no longer ignore the fact that these children have special needs, and the answers cannot be found in the teacher's edition. When the family falls apart, the schools can and must remain firm and secure.

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Appendix A

What Schools Can Do

RECORD KEEPING

1. Because some parents may consider it an invasion of privacy to be asked their marital status, the school might instead send a standard form home each semester that asks for the names and addresses of the student, the mother, and the father. This is one way to keep track of changes in family status during the school year.

2. Information on file at the school should also include, if at all possible, both home and work telephone numbers for both the custodial and noncustodial parent, so that one or the other may be reached in case of emergency.

3. Schools should be aware that, unless there is a court order to the contrary, noncustodial parents have the same rights of access to student records, under the Family Educational Rights and Privacy Act of 1974, as custodial parents do.

INSERVICE

1. The schools need inservice programs that: a) provide teachers with information about changing family patterns; b) sensitize them to their own values and possible prejudices regarding separation, divorce, and living-in arrangements; c) alert them to personality and behavior changes in children that may signal trouble at home; d) advise them on ways to help children who are experiencing unusual stress; and e) provide them with lists of books, community agencies, and support groups that may be helpful to one-parent children and their families.

2. Inservice programs might also be extended to include single-parents. The school's parent-teacher organization can coordinate discussion sessions, information sharing sessions, and other joint activities that include both single-parents and school personnel.

CURRICULUM AND INSTRUCTION

1. School staff should be alert to the need to choose textbooks and other classroom materials that show a variety of nonstereotyped family configurations.

2. Consider offering courses or units in family life or parenting, which can be an appropriate form for discussion of changing family patterns in general and individual students' own experiences in particular.

3. Consider offering courses or units in coping or survival skills, such as basic food preparation, first aid procedures, and dealing with emergency situations, for the benefit of all students, but particularly those who have to take care of themselves (and younger siblings) for part of the day until their parent or parents get home from work.

4. Teachers should recognize that it is often difficult for children who divide their time between custodial and noncustodial parents to complete homework assignments. Often the noncustodial parent has planned a full weekend of activities, leaving no time for studies. Or the child does not have a quiet, well-equipped workplace at the noncustodial parent's home. Furthermore, children of working single-parents commonly participate in before-and after-school child-care arrangements, which seldom offer either the opportunity or the place to study. These problems should be discussed with the children involved and suggestions offered for personal time management. Also, the school should contact child-care facilities and ask that they provide study time if possible.

COUNSELING

1. The loss of a parent through death, separation, or divorce is almost always extraordinarily stressful for a child. Many children handle the loss well with the support of family and friends. But others may benefit from some kind of counseling. Three suggested approaches are peer counseling or "rap groups" for children from one-parent families; individual or small-group meetings with the school counselor or social worker; and referral to an outside professional if indicated. Whatever form the counseling takes, it is crucial that the students involved are not made to feel singled out or stigmatized in any way by their participation.

2. On an informal level, individual teachers can provide much counseling support-especially at the elementary school level, where the relationship between student and teacher is apt to be a more personal one. Simply encouraging children to talk, and listening to them in an understanding, nonjudgmental way, can be very supportive and can give children the security of knowing that there is another adult in their lives who really cares. (Senior citizens and other community volunteers can also serve as adult role models for children who need them.)

3. School principals, counselors, and social workers should be prepared to refer parents who themselves feel the need of counseling to the appropriate community agencies.

4. For use in counseling, or by individual teachers, students, and parents, the school should maintain a resource library of books and filmstrips on divorce, death, single-parenting, and the like.

5. Some schools also maintain a Family Crisis Hot Line, staffed by volunteers from the community and a liaison from the local department of human services.

LOGISTICS

1. For the working single-parent, the very mechanics of child care can become a logistical nightmare. Many school systems are already offering extended-day programs of before-and after-school activities that give children a structured, productive, and familiar place to go when there is no one at home to look after them. Schools should also consider providing child-care facilities during school functions and parent-teacher conferences.

2. To encourage the participation of all working parents, single or otherwise, in the school program, special school events should be scheduled at times that are convenient for them, such as early morning, lunch time, evening, or on the week-end. Some principals have made it a practice to have evening hours once a week for the convenience of working parents, single and otherwise.

3. When children divide their time between the homes of the custodial and noncustodial parents, schoolbooks, gym sneakers, and the like often end up in the wrong home on the day the child needs them. Similarly, when the teacher sends a note home to the parent, it is frequently the wrong parent who receives it. Allowances should be made for these common occurrences. Extra books and equipment at school and duplicate notices sent to both parents require little extra time on the school's part, but can save both time and embarrassment for the child.

4. Because transportation to and from after-school activities and sports events can be a problem for many one-parent families, the school should try to establish a network of car pools, coordinated by parent volunteers.

5. The extra cost for participating in sports programs and other special activities may be prohibitive for some single-parent families. Whenever possible, schools should set up a sliding scale of costs, according to the family's ability to pay. In addition, the school can solicit contributions from local business and industry to help defray these extra costs.

(NAESP Staff Report:36-37)

Appendix B

One-Parent Children: Real-Life Situations

1. A note to the teacher
Dear Ms. B., My husband and I would like it if you could see to it that my daughter did not associate with Sally, Jack, and Harriet because they are a bad influence. Their parents are divorced and they do not get the proper supervision.

2. Coming home to an empty house
More and more families are finding that for one reason or another, it is necessary for all the adults to work away from home. When working-away parents finally do get home, they're often too tired to listen or help.

3. Dining alone at home
Eating alone is no fun. Cooking for fewer than usual is no pleasure, either. Even though the actual personality and contribution of the missing parent may not be missed, his presence to "round out the unit" is. So are the family gatherings and special occasions that make preparing an out-of-the-ordinary dinner meaningful.

4. Suburban streetwise
Many children who have lived through the events leading up to a separation and then through the separation itself, exhibit a veneer of maturity that sometimes completely baffles other children. One young boy wanted desperately to be friends with another boy and could not understand why his potential friend came to school moody or hostile, why invitations were rebuffed, or why his interests suddenly started to change markedly and rapidly. In fact, the experience of separation can make even preschoolers feel they must shoulder adult burdens. The other day a neighbor's three-year-old told me, "My father said mean things to my mommy. He made her cry. Now I have to give my mommy a lot of hugs." The girl's father had moved out of the house fifteen months earlier.

5. Delinquency
When an eight- and eleven-year-old brother and sister were picked up on separate occasions within a week's time for shoplifting, school personnel were not surprised to hear that over the weekend separating the two events, the father had left the home. Another example: a brother and sister ten and eleven, were absent from school on the same day. The school staff suspected that the children's mother, who is divorced, was unaware of the situation, but the staff was unable to get in touch with her at work. The staff also suspected that the children were smoking pot. Is this a form of child neglect that school personnel are legally bound to report to state authorities?

(Damon:67-68)

Appendix C

Ten Tips For Teachers

1. Know your own feelings about separation and divorce. How important is it to you to know whether the students in your class come to school from two- or one-parent families? From families where both parents work? From families that have been combined by means of remarriage? From families where one parent is living with one or more other adults?

2. Be alert for personality and behavior changes. Does a student develop a cycle of nervous agitation on certain Fridays and moody withdrawal on the following Mondays? Does a student become quiet and clingy on the days before long weekends and vacations? Does a student suddenly become demanding, bossy, or whiny following holidays? Perhaps these behaviors are a response to the anxiety of visiting the non-custodial parent, the result of being immersed in a new environment and beset by unaccustomed emotional stress.

3. Seek support and information from colleagues and parents. Establish a rapport with parents by a combination of conferences, class newsletters, notes home, positive comments to students, telephone conversations, requests for volunteer assistance, special parent nights, home visits, and use of the various information-sharing devices of your colleagues, school, and district.

4. Provide time to talk with students about separation and divorce. Family life as it is for some children might appropriately be the topic for a general class discussion, using existing curriculum materials. How are families portrayed in trade or textbooks? General discussion can help all students understand and support one another and understand their own changing home life and the problems that may develop for them at different times. Other discussions may best occur on a small-group or individual basis. For example, a special occasion at school may be a potentially awkward one for some students, and talking it out beforehand with specific suggestions for various ways of behaving may be quite helpful to those students.

5. Find out custody and visitation responsibilities if possible. When does it make sense not to expect a long-range assignment to be completed? Who should be contacted for certain things but not for others? When and how should information be shared between school and home?

6. Be alert to whether or not the student is eating and sleeping properly. A child who suddenly appears to be losing or gaining weight, who appears tired and listless, or actually does nap may be undergoing serious stress that should be attended to before the teacher and school make decisions based on continued or changed academic expectations for the student.

7. Provide time for students to talk about their feelings, to describe what is happening if they want to, without the teacher commenting in a helpful, constructive, teacherly, or judgmental way. Being a listener who is trying to understand, without doing more than that, can be a tremendous source of support, provided it is done sincerely and as regularly as is realistic.

8. Provide the student with a lot of positive comments, opportunities to excel, and occasions to be "in charge".

9. Share aspects of your own life away from school and your own family background. This can build trust and can lead students to gain insight into situations they might think are unique to themselves.

10. Do not presume anything. A separation or divorce may improve the home life for some students. Or it may be a disaster, but one that is not observable until years later. The effects of a separation or divorce may be quite different on different children within the same family.

(Damon:72-73)

Appendix D

Questions For A Community Survey

1. Who has remarried and combined children from two families?
2. How many children living in one-parent or reconstituted families see the noncustodial parent? How often- weekly? monthly? occasionally?
3. How many children living in one-parent or reconstituted families spend weekends, vacations, and summers with the noncustodial parent?
4. Does the noncustodial parent live in the immediate area? More than two hours away(by ground transportation)?
5. Is there a child-support problem?
6. For single-parents (and for families with two working parents): Who sees the child off to school? Is there early morning day care? Does the child go home in the afternoon to an empty house? Is there a baby-sitter, afternoon/evening care?
7. When a specific child-care program is not available (during school holidays, vacations, and summertime), what programs are there for the parents to fall back on? How are they informed of these options?
8. Do single-parents need to be made aware of existing agencies and services that may help them?

Appendix E

Separation and Divorce: Annotated Bibliography of Selected Literature for Children and Teens. Also, Recommended Reading for Parents.

PRESCHOOL AND BEGINNING READERS

Clifton, Lucile. EVERETT ANDERSON'S FRIEND. Holt, Rinehart & Winston, 1976.
Everett's mother is angry because he lost his housekey. He thinks about what his father might have said if he had been there. Resolves positively.

F

Eichler, Margaret. MARTIN'S FATHER. Lollipop Power, 1971.
A matter-of-fact presentation of daily life of a boy who lives with his father.

Goff, Beth. WHERE IS DADDY? THE STORY OF A DIVORCE. Beacon Press, 1969.
A little girl learns not to blame herself for her parents' divorce. Criticised for its super sad qualities, it may be most useful in stimulating discussion of a young child's fears.

F

Kindred, Wendy. LUCKY WILMA. Dial Press, 1973.
A loving father visits his young daughter every Saturday. Demonstrates that visitation, especially shared time rather than places, is something positive a youngster can count on.

Lexau, Joan. EMILY AND THE KLUNKY BABY AND THE NEXT DOOR DOG. Dial Press, 1972.
Emily's feelings of being neglected after her parents' divorce are finally resolved. Good messages for parents in this book.

Pursell, Margaret Sanford. A LOOK AT DIVORCE. Lerner, 1976.
Text and photographs describe changes children and parents may make following divorce. Generally positive attitudes. Pictures make it a good book to read and discuss with little ones.

KEY: F - Positive father-child relationship
* - Recommended
T - Young adult, teen interests

Rand, Deirdre. I'M GOING TO VISIT MY DADDY. Academic Therapy, 1977. Nicely illustrated book for young children about Meadow and Sunrise and an airplane trip.

Rogers, Helen Spelman. MORRIS AND HIS BRAVE LION. McGraw-Hill, 1975.
Touching treatment of divorce for a young child, despite the unrealistic story ending which may give false hopes to a child who wishes his parents to reunite.

* Sinberg, Janet. DIVORCE IS A GROWN UP PROBLEM. Avon, 1978.
Can be read aloud to very young children. Simple black and white drawings, preface for parents and bibliography.

Surowiecki, Sandra. JOSHUA'S DAY. Lollipop Power, 1972.
Joshua is coping with living with his mother and going to a Day Care Center. Positive, specific book.

* P Thomas, Ianthe. ELIZA'S DADDY. Harcourt Brace Jovanovich, 1976.
The young heroine has feelings about father's remarriage that are eased by visiting his new family. Jealousy and fears are resolved in this LET ME READ book.

Zindel, Paul. I LOVE MY MOTHER. Harper and Row, 1975.
A small boy's story about his single-parent mother, who not only cooks but teaches him to kick a football.

---------- BOOKS BY GRADE LEVEL ----------

3rd-5th F Anker, Charlotte. LAST NIGHT I SAW ANDROMEDA. Walch, 1975.
Eleven year old Jenny discovers she really needn't try so hard to earn her divorced father's love and appreciation.

5th-9th Alexander, Ann. TO LIVE A LIE. Atheneum, 1975.
Tale of a 12 year old who imagines herself unloved and unwanted by divorcing parents. She lies and fibs to give herself a new identity.

7th-up T Arundel, Honor. A FAMILY FAILING. Thomas Nelson, 1972.
A girl grows up after parents' separation and learns to view her parents as people independently from herself. Story set in Scotland.

4th-6th — Blue, Rose. A MONTH OF SUNDAYS. Franklin Watts, 1972.
Divorce and change do not mean disaster for 10 year old Jeffrey, who soon understands that his parents must also readjust. Some stereotyped ideas regarding the role of women.

4th-7th * — Blume, Judy. IT'S NOT THE END OF THE WORLD. Bradbury Press, 1972.
Karen and her sister cope with their feelings after divorce. Helpful for those experiencing similar situations.

5th-8th F — Butterworth. W.E. BELLAMY. Little, Brown and Co., 1970.
After his mother and stepfather were killed in an auto accident, Steve goes to live with his father, whom he had never met. For children learning to accept new ways and new places.

5th-8th — Cleaver, Vera and Bill. ELLEN GRAE. Lippincott, 1967.
A girl survives the aftermath of her parents' divorce, even though she does not live with either of them. The divorce itself is not handled in this tale set in Appalachia.

3rd-5th — Clymer, Eleanor. LUKE WAS THERE. Holt Rinehart & Winston, 1973.
It seemed that whenever Julius began to rely on an adult, something would go wrong. His father left, his mother was in the hospital and he must stay in a children's home. He develops a secure relationship with Luke, a social worker.

3rd-6th — Ewing, Kathryn. A PRIVATE MATTER. Harcourt Brace Jovanovich, 1975.
Marcy must give up her dream father, an elderly man next door, for the reality of her mother's second marriage. Tender story.

4th-9th — Green, Constance. A GIRL CALLED AL. Viking, 1969.
Alexandra is unhappy and finds her father's money for support is no substitute for his love. Useful if other books are read to give a more positive perspective.

4th-9th — Green, Constance. I KNOW YOU AL. Viking, 1975.
The sequel in which Al attends her father's wedding.

4th-9th — Gripe, Maria. THE NIGHT DADDY. Delacorte Press, 1971.
Mother works at night. The young heroine becomes friends with the baby sitter. A solution for this family.

6th-up
T

Holland, Isabelle. THE MAN WITHOUT A FACE. Lippincott, 1972.
A somewhat controversial story about a much divorced mother and her family. Charlie has quite a time adjusting, but is helped by his friendship with an older man.

6th-up
T
F

Holland, Isabelle. OF LOVE AND DEATH AND OTHER JOURNEYS. Lippincott, 1975.
After a nomadic existence with her mother, Meg learns her mother is dying and she must live with her father whom she does not remember. After a bad start, her relationship with him improves as both talk honestly about their feelings.

5th-9th

Hunter, Evan. ME AND MR. STENNER. Lippincott, 1976.
Abbey is often very cruel as she grows to understand and to love her new stepfather. Includes the time of divorce for both parents and then the remarriage and honeymoon.

4th-7th

Jones, Cordelia. CAT CALLED CAMOUFLAGE. S.G. Phillips, 1971
After finally beginning to adjust to her new home, Ruth began to suspect her parents might reconcile. She wanted that, but remembering the fights, she also feared it. There is very little frank discussion between parent and child.

6th-up
T

Klein, Norma. IT'S NOT WHAT YOU EXPECT. Pantheon, 1973.
A "liberated" family weathers dad's three month "absence."

4th-8th

Klein, Norma. TAKING SIDES. Pantheon, 1974.
Real people cope with separation after remarriage. Father is portrayed as a nurturing person. Avon Pb.

5th-9th
T

Klein, Norma. MOM, THE WOLFMAN AND ME. Pantheon, 1972.
Brett and her mother, who has never been married, live a happy but non-traditional life. Brett begins to worry when her mother starts dating and may marry.

5th-9th

Klein, Norma. WHAT'S IT ALL ABOUT? Dial Press, 1975.
Many complicated family changes confront a 10 year old girl, including a stepfather who leaves when an adopted sister joins the family.

2nd-4th

Lisker, Sonia. TWO SPECIAL CARDS. Harcourt Brace Jovanovich, 1976.
Young children adjust to their parents' divorce. Story portrays father visiting children and a loving mother in a realistic way.

2nd-4th
*

Madison, Winifred. MARINKA, KATINKA AND ME (SUSIE). Bradbury Press, 1975.
Portrays friendship among three fourth grade girls whose non-traditional families are accepted as they are. Susie's father is dead, Marinka's parents are divorced and Katinka's father is in prison. Puts realistic problems, including divorce, in perspective.

3rd-6th
*

Mann, Peggy. MY DAD LIVES IN A DOWNTOWN HOTEL. Doubleday, 1973.
Since both parents are careful to assure him they do not blame one another for their divorce, Joey concludes that he is the cause. Gradually Joey learns to face reality and cope with life as it is. Basis for an After School Special on ABC TV.

6th-9th

Mazer, Harry. GUY LENNY. Delacorte Press, 1971.
Twelve year old Guy lives with his father and rebels mightily when father wishes to remarry. His father decides that Guy should live with his mother, at least for awhile. Harsh realities following divorce are portrayed in this book.

4th-9th
T

Mazer, Norma. I, TRISSY. Delacorte, 1971.
Trissy uses her typewriter to vent frustrations about her parents' divorce and problems brought on by her selfishness and unwillingness to understand her parents. Finally she begins to question her own identity and becomes better able to face these problems.

5th-8th
*

McHargue, Georgess. STONEFLIGHT. Viking Press, 1975.
Janie suspected a divorce but no one would talk to her. She wished she were likethe stone Griffon which "cannot be hurt." Through her uncle, she becomes included in family discussions of the problem.

6th-up
T

Naylor, Phyllis. NO EASY CIRCLE. Follet, 1972.
Teenagers whose parents have divorced will identify with the young girl in this story as she faces problems with her peers as well as her parents.

5th-up
T

Neville, Emily Cheney. GARDEN OF BROKEN GLASS. Delacorte, 1975.
Thirteen year old Brian grows in awareness of others as he finds ways to live despite an absent father and an alcoholic mother. Considered outstanding by the Child Study Association of America.

3rd-5th
*
F

Newfield, Marcia. A BOOK FOR JODAN. Antheneum, 1975.
Jordan, nine, doesn't believe her parents' reassurances of their love for her after their separation. Both parents work to promote her adjustment, even though her father lives across the country.

4th-6th — Norris, Gunilla. LILLAN. Atheneum, 1968.
Many will identify with fears that mother's full time job will damage her relationship with her daughter. With mother's help, Lillan becomes more self-reliant and able to meet the needs of the situation.

5th-9th — Perl, Lila. THE TELLTALE SUMMER OF TINA C. Seabury Press, 1975.
Trying to untangle the confusing relationships of divorce and remarriage, Tina begins to understand her loved ones. Portrays positive, open relationships with both parents.

5th-up * — Pevsner, Stella. A SMART KID LIKE YOU. Seabury Press, 1975.
A realistic view of some aftereffects of divorce. Nina finds her new Math teacher is her father's new wife.

5th-9th T — Pfeffer, Susan Beth. MARLY THE KID. Doubleday & Co., 1975.
During her sophomore year, Marly acts courageously. She decides to live with her father instead of her mother and also refuses to tolerate insulting remarks from her History teacher. The stepmother is even tempered, positive figure.

7th-up T — Platt, Kin. THE BOY WHO COULD MAKE HIMSELF DISAPPEAR. Chilton, 1968. Also CHLORIS AND THE CREEPS.
These two stories are complicated, unusual and somewhat painful about young people coping with divorce and remarriage. There is partial resolution of extremely negative situations and behavior. Not for those actually experiencing the acute stages of loss.

5th-9th — Sachs, Marilyn. THE BEAR'S HOUSE. Doubleday, 1971.
Ghastly and emotional situations confront a young girl and her older brother who take responsibility for younger children and a mentally ill mother after father leaves. Painful to read, but value may lie in realizing that others have more terrible problems than you have.

5th-8th — Sheffield, Janet N. NOT JUST SUGAR AND SPICE. William Morrow and Co., 1975.
Lani is jealous, selfish and losing friends rapidly. Only to get rid of a domineering housekeeper does she decide to pull herself together, cooperate with her future stepfather, and help out while her mother is in the hospital.

5th-9th
*

Smith, Doris. KICK A STONE HOME. Crowell, 1974.
After three years, Sara Jane still hopes her father will come back. She hates visiting him and his new wife and has no one with whom to share her feelings. Gradually, negativism and resentment toward the remarriage soften. Positive portrayal of real people.

5th-8th

Snyder, Zilpha Keatley. HEADLESS CUPID. Antheneum, 1971.
Fun and intrigue result when stepbrothers and sisters begin adjusting to each other and to their new parents.

ALL AGES
*

Sitea, Linda. "Zachary's Divorce" in FREE TO BE ME. McGraw Hill, 1974.
This entire book is an absolutely delightful look at children's emotions and values aimed at self-acceptance. Zachary's story about "his" divorce is simple, but captures the feelings of a small boy.

7th-up
*
T

Stolz, Mary. LEAP BEFORE YOU LOOK. Harper & Row, 1972.
The young heroine lives with her mother and has difficulties adjusting to her father's remarriage. A friend helps her to reconcile her feelings.

5th-9th
F

Sullivan, Mary. BLUE GRASS IGGY. Nelson, 1975.
Iffy makes friends in the trailer camp where he lives with his father.

6th-9th

Thorval, Derstin. AND LEFFE WAS INSTEAD OF A DAD. Bradbury Press, 1974.
Magnus' mother lives with Leffe, who becomes the dad that Magnus always wanted. When Leffe began drinking again, there was the chance that he would leave or break parole. An unusual story with warmth and understanding, translated from the Swedish original.

3rd-5th

Wagner, Jane. J.T. Van Nostrand Reinhold, 1969.
A boy has a difficult adjustment to the changes and problems heightened by his father's absence. Outside help, including a cat, aid in the process.

4th-6th
F

Warren, Mary Phraner. THE HAUNTED KITCHEN. Westminster Press, 1976.
After the divorce, Dad decides to go back to school. He and his three children move to Oregon and live in what appears to be a haunted house. Children coping with reality and working cooperatively are portrayed.

5th-8th Wolitzer, Hilma. OUT OF LOVE. Farrar, Straus & Giroux, 1976.
Two years after the divorce, Teddy is still scheming to reunite her parents, through illness and by crusading to better her mother's appearance. Rather superficial characterization, but emotions seem genuine.

----------NONFICTION PUBLICATION FOR CHILDREN----------

These books are for readers about 4th grade and up, including parents.

* Berger, Terry. HOW DOES IT FEEL WHEN YOUR PARENTS GET DIVORCED? Julian Messner, 1977.
Photographs (Miriam Shapiro) and text deal with a young girl adjusting to her parents' divorce. Sad and angry feelings are gradually resolved and a happy, busy life is resumed.

* Gardner, Richard. THE BOYS AND GIRLS BOOK ABOUT DIVORCE. Science House, Inc., 1971. Bantam Pb.
The classic for children and parents. Handles simply and directly the anxieties and reactions that children may experience. Gives children straight answers and practical suggestions about handling themselves and making the best of the situation. The cartoon illustrations are explicit, delightful, and enhance the message of the text. Much of the book could be read to younger children.

Hautzig, Esther. LIFE WITH WORKING PARENTS. Macmillan, 1976.
Practical hints for children for every day situations. Since routines may change after separation and divorce, it could be useful for single-parent families. Individual families may wish to do things differently, but it can be used as a starting point for family discussions.

Kalb, Jonah and David Viscott. WHAT EVERY KID SHOULD KNOW. Houghton Mifflin Co., 1976.
Practical discussions which direct children trying to understand their feelings, inadequacies, relationships with parents and friends, and their parents' divorce. Includes a Bill of Rights For Kids, with corresponding responsibilities.

Leshan, Eda. YOU AND YOUR FEELINGS. Macmillan, 1975.
A guide for young people to better understand their feelings and their relationships with others. A good book for junior high level.

* T Richards, Arlene and Irene Willis. HOW TO GET IT TOGETHER WHEN YOUR PARENTS ARE COMING APART. David McKay, 1976.
This book gives examples of what young adults and teens may need to cope with during their parents' marital troubles, separation, divorce and after. The emphasis is on awareness of feelings, coping skills and reassurance that they are able to take responsibility for their own lives. The stories are forthright, actual happenings that nearly everyone can identify with. That teens have choices in how they will allow parental troubles to affect them is refreshing and positive. The messages are not patronizing: "It doesn't matter so much what your problems are; what really counts is how you handle them."

* Rosenbaum, Jean and Lutie McAuliffe. WHAT IS FEAR? AN INTRODUCTION TO FEELINGS. Prentice-Hall, 1972. Clear and sensitive discussion of common fears, understanding them and handling them. Divorce is briefly touched on. Excellent for parents who want to better understand their children and why they do things.

---NON FICTION BOOKS FOR PARENTS- SEPARATION AND DIVORCE-----

* Baruth, Leroy G. A SINGLE PARENT'S SURVIVAL GUIDE: HOW TO RAISE THE CHILDREN. Kendall/Hunt, 1979. This helpful book focuses on child-rearing practices and offers sound democratic principles based on Dreikurs' Children the Challenge. Useful for anyone raising children alone and needing to win cooperation in sharing household responsibilities and to encourage children to feel good about themselves.

Despert, J. Louise. CHILDREN OF DIVORCE. Doubleday, 1962. An older classic with some good advice.

* Gettleman, Susan and Janet Markowitz. THE COURAGE TO DIVORCE. Simon and Schuster, 1974. The authors attempt to dispell fears that children are permanently damaged by divorce, that parents should feel guilty, or that children should be pitied. They look on divorce as a liberation and an opportunity for increased personal growth for both adults and children.

Grollman, Earl. TALKING ABOUT DIVORCE: A DIALOGUE BETWEEN PARENT AND CHILD. Beacon Press, 1975. A book to facilitate discussion between parents and children. It includes resources and sources for further information.

* Krantzler, Mel. CREATIVE DIVORCE. M. Evans & Co., 1974. Refreshing yet realistic assessment of children's reactions to divorce. Children, too, must mourn the "death of the parents' relationship." The author tells what to expect, how long negative reactions might last, and related some tested ideas how to improve relationships with children. He feels it may be a positive event and hopefully an opportunity for growth for all concerned.

Turow, Rita. DADDY DOESN'T LIVE HERE ANYMORE. Greatlakes, 1977. A sensitive guide for divorced parents with many practical suggestions. Useful for parents to read along with other books.

Weiss, Robert S. MARITAL SEPARATION. Basic Books, 1975. Discussion and verbatim reports of the realities of parenting alone. Selections typify positive as well less successful ways of coping, and are what you might hear if you were listening in on a group discussion. Points out excessive sensitivity of custodial parent to signs of behavior problems, overload of roles, tasks and responsibilities, and things some do to solve problems, including the parent having some time away from the children.

THE SINGLE PARENT magazine contains articles by professionals on the subjects of interest to single parents. Articles are also written by single parents who have successfully managed divorce with children.

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